



EDUCATION REFORM SUPPORT PROGRAM (ERSP)

YEAR 4 - QUARTERLY REPORT 3

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Education Reform Support Program (ERSP)

Quarterly Report January 1, 2013 to March 31, 2013

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Photo: Compliments of Save the Children

Executive Summary

This third quarterly report for Year Four of ERSP covers the period between January 1, 2013 and March 31, 2013.

During this quarter, ERSP began the second semester of the final full year of implementation. ERSP faced some uncertainty in the Ministry of Education as a result of the formation of a new national government. Parliamentary elections were conducted in late January, and in the weeks following the elections a new Minister of Education was expected to be appointed. Waiting for the appointment of the new Minister resulted in slower progress on high level policy issues across the Ministry. The Ministry faced uncertainty related to its annual budget, which was feared to be less than requested and had not yet been announced at the end of the reporting period. Jordan also witnessed civil unrest in isolated regions in the South of the Kingdom, including strikes, road closures and a tribal conflict that led to a brawl on a university campus. Whenever necessary, ERSP rescheduled activities in affected areas to ensure the safety of staff and trainees.

The Early Childhood Education component completed the preparation for implementation of the long-awaited Comprehensive Training Program (CTP) for kindergarten teachers, and the training for grade 1-3 teachers. The Regional Working Groups gained momentum by engaging the private sector, local community and media in their efforts to expand access to quality kindergarten. Visits to kindergartens throughout the Kingdom revealed that most teachers are effectively organizing the classroom, engaging parents in volunteer activities, and using the self-assessment tool that is part of the Quality Assurance system.

The Youth, Technology and Careers component continued implementation of School to Career in 84 schools and Life Skills through Sports with 33 schools. The Counseling Directorate began its own roll out of STC activities in 30 schools, according to the agreed work plan, a promising sign for sustainability. Similarly, the Activities Directorate sustained LSTS activities in the 47 schools from previous years, in addition to expanding to two new schools. ERSP partner Seward Inc. conducted the third workshop in the series on e-learning material design and development for QRC and MoE staff, this one focused on appropriate use of media assets.

The Professional Development component continues to shine, especially given the Ministry's consistent success in implementation of in-service training. The ERSP and the MoE's leadership programs have been well implemented. The MoE Reform team continues to make slow but steady progress on teacher, principal and supervisor standards. The supervisors' standards will be reviewed by the Technical Committee in April. Support to the newly constructed schools is on track, despite the staggered opening of schools during the year and continued maintenance and equipment delays. Visits to the first three new schools in Aqaba demonstrate that the effect of the interventions has been sustained after ERSP support is withdrawn.

The Data Use component is busy with roll-out, reaching 205 schools in 15 Field Directorates this quarter, and providing 490 on-site support visits to follow up on data use after the initial training. The Planning Directorate faces budget constraints, and thus has committed to train the first half of the agreed roll-out target in the summer and the second half in the fall when more funds are secured. The Ministry is now following up on the action steps that were identified in the ground-breaking Data Policy Dialogue, which was conducted last quarter.

During this quarter, ERSP also realigned its budget and received a two-month contract extension, to enable the project to complete activities in alignment with the academic calendar. The period of performance now ends on July 31, 2014.

Acronyms

CTP	Comprehensive Training Program
CTT	Core Training Team
DCU	Development Coordination Unit
DTT	Directorate Training Team
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
FD	Field Directorate
G1-3	Grade 1 to 3
HED	Higher Education Diploma
ICT	Information Communication Technology
JEI	Jordan Education Initiative
KG	Kindergarten
KPI	Key Performance Indicator
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
NCS	Newly Constructed Schools
NGO	Non-Governmental Organization
PCP	Parent-Child Packages
PE	Physical Environment
PD	Professional Development
PICs	Parental Involvement Coordinators
PI	Parental Involvement
QA	Quality Assurance
QRC	Queen Rania Center
QRTA	Queen Rania Teachers' Academy
STC	School-to-Career
TOT	Training of Trainers
RWG	Regional Working Groups
YLM	Youth Livelihood Mapping
YTC	Youth, Technology and Careers
Y4	Year 4

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Program Description and Goal

Overview of the Program

The purpose of the Education Reform Support Program (ERSP) is to build on the experiences and successes of the Education Reform for a Knowledge Economy (ERfKE), and focus on particular aspects of the Ministry of Education policies, strategies and outreach systems in keeping with the reform vision. ERSP is assisting the education sector to develop the capacity to implement and sustain specific objectives of the second phase of ERfKE. The objectives of ERSP are:

- Introduce consistent models and processes that establish institutional structures, systems and resources;*
- Develop and implement effective school-level training and support programs; and*
- Establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.*

Program Component Areas

There are four areas designated by the MoE and USAID for ERSP support:

- 1. **Early Childhood Education (ECE):** renovate and furnish kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage ECE resources, increase parental involvement in their children's development, and support the institutionalization of the Quality Assurance system.*
- 2. **Youth, Technology, Careers (YTC):** build the capacity of school counselors, teachers and supervisors to provide students the skills they need to participate productively in the workforce through: capacity development, renovation and equipping counseling centers, offices, and playgrounds, and supporting the effective implementation of MIS online.*
- 3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors, support the implementation of an induction program for newly appointed teachers, and build institutional capacity within the MoE to provide effective PD systems for education professionals. ERSP also provides intensive professional development and whole school development support to the MoE newly constructed schools funded by USAID.*
- 4. **Data Use for Decision Making (DU):** assist in the planning process at school, field directorate and central levels through enhancing access to data and the capacity to utilize it effectively in decision making.*

Summary for the Quarter

In the third quarter of the fourth year of implementation, the Ministry of Education and ERSP advanced the transition of activities across component areas with attention to quality. Below are a few highlighted project related successes, challenges and next steps; the detailed lists by component area provided in the sections after. In Annex 1 the detailed activity matrix that coincides with the annual work plan is provided.

Successes Achieved this Quarter

- The Ministry continues to make progress in the transitioning of programs, including sustaining activities in schools after ERSP support has left them.
- Budget realignment and contract extension granted through July 31, 2014.

Challenges

- The anticipated appointment of a new Minister has caused delays across program areas, as has concern about budget constraints.

- Regional unrest disrupted some training activities and visits to on-going renovation work.

Associated Actions

- ERSP will modify all partner sub-agreements to reflect the approved realigned budget and the extended period of performance.

Program Component Area 1: Early Childhood Education

ERSP is assisting the Ministry's ECE Department to enhance its capacity and help it to recruit and train more ECE supervisors, improve systems for implementing the national ECE program, renovate and furnish kindergarten classrooms and playgrounds, and train teachers to use resources in a way that is developmentally appropriate, and enhance the KG quality assurance system. ERSP will participate in ECE policy development activities as well as development of training program materials to be implemented by the MoE. ERSP will support the training of Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum that takes into account the developmental learning needs of this age group.

Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved in Quarter 3

- The ECE regional working groups (RWGs) continued to meet regularly this quarter and engage members of the private sector and the media to support expansion of KG access. The ERSP team conducted field visits to all MoE field directorates accompanied each time by at least one member of the ECE group in the region to facilitate the work of the groups.
- During these visits Heads of Field Directorates were engaged and provided their full support to the ECE RWGs. A number of donors offered to support MoE to establish and/or furnish KGs.
- Ayla Aviation Academy sent an official letter to MoE offering JD10, 000 to build a KG classroom in the South region. Other potential donors promised RWGs to support KGs in several regions and were provided with lists of materials and furniture with specifications, installed in MoE KGs.
- The RWGs provided the ECE Directorate with a list of potential locations for new KGs that was developed during field visits supported by the ERSP technical team in collaboration with the engineering team.
- It was agreed with the RWGs to conduct three ECD symposiums with universities in each region. All arrangements were finalized with Hashemiya University in the Center region to conduct the ECD symposium during May. The symposium will include other universities and partners as well as media coverage. Other arrangements will be made with a university in the South and one in the North.



Challenges

- There is no clear process in the MoE to accept donations from local partners and there is no clear policy to regulate the cooperation between MoE and local NGOs providing KG services.
- The KG supervisors' job description has not been developed yet because the MoE is still not certain regarding the new role of supervisors in general, including KG supervisors.

Actions to be Taken

- ERSP will continue supporting the efforts of the RWGs and encourage the team within the MoE to pursue clarity on the issue of contributions and donations from local donors and NGOs to the MoE.

- ERSP will continue supporting the ETC to set a clear job description for KG supervisors and finalize the KG supervisors training package accordingly.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 3

- ERSP assisted 32 newly opened KGs from Cluster 6 to conduct opening ceremonies and attended three of them. ERSP also conducted ten field visits to support new ERSP KG teachers (including NCS KGs) in managing the physical environment. These visits will continue during the next quarter.
- ERSP made sure that all field visits to support KG teachers were conducted with the presence of the KG supervisors or ECD Directorate staff.
- ERSP completed the renovation work and furnishing for Cluster 6 kindergartens (60 KGs in the Central and North regions), completed distributing educational materials for 15 NCS KGs and completed the furnishing process for 24 MoE newly established KGs.
- The ERSP engineering team completed the assessment visits for Cluster 7 KGs (58 KGs in the North, Middle and South regions).
- The playground equipment tender was advertised in Al Rai newspaper at the end of March for Cluster 7 KGs and MoE newly established KGs.



Challenges

- Some of the KG supervisors and ECD Directorate personal were engaged in several activities which sometimes hindered conducting field visits as scheduled.
- The training for newly appointed principals in schools with KGs was delayed because the MoE budget approval was delayed.

Actions to be Taken

- Continue supporting ERSP KGs in coordination with MoE supervisors and ECD staff.
- Support the Ministry to conduct training for newly appointed principals in schools with KGs as soon as the ETC budget is approved.
- Complete the provision of education materials to the 24 MoE newly established KGs
- Solicit bids and initiate renovation work for Cluster 7.
- Check the snag list for the KGs in Cluster 6 and compile clearances from the schools.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 3

- The KG CTP Core Training Team (CTT) was trained. In addition to KG supervisors, the CTT included special needs supervisors and QA personnel who will be providing the training on the special needs and QA modules (which were integrated in the CTP).
- The G1-3 Core Training Team was trained. Three TOT workshops were conducted in the three regions.
- Training plans for CTP and G1-3 were developed. It is agreed with ETC to invite 270 newly appointed KG teachers to 14 training locations in the three regions. It was also agreed to invite approximately 700 G1-3 teachers (with high proportion of male teachers) in 32 training locations in the three regions.



Challenges

- The evaluation process for approving CTP and G1-3 took more time than anticipated which resulted in the delay in implementation of the training to the next quarter.
- The limited number of KG supervisors meant that not all KG teachers could be trained, so they will prioritize newly hired KG teachers.
- ERSP is still facing challenges with the ETC due to the limited capacity of technical staff. This had affected the evaluation process of the training materials and is expected to affect the monitoring visits for the trainers while conducting training.

Actions to be Taken

- ERSP will support the ETC to conduct CTP and G1-3 trainings during April and May 2013.
- ERSP will conduct monitoring visits for the CTP and G1-3 trainings in coordination with ETC.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 3

- ERSP conducted refresher trainings for all KG and G1-3 PICs, who trained 616 K-3 teachers and 172 K-3 principals. By the end of this quarter, all Field Directorates had a trained PIC to follow up on the implementation of PI activities in KGs and G1-3.
- Moving the responsibility of following up the implementation of PI activities in G1-3 to the ECD Directorate showed positive results because the ECD Directorate developed a field visits schedule in coordination with ERSP and started conducting them immediately during this quarter.
- The PCP evaluation report was translated and shared with ECD Directorate. A scope of work was developed for a consultant to develop materials and activities to address the recommendations of the evaluation report.



Challenges

- Thus far the Ministry has only implemented the G1-3 PI activities in female schools, because of societal expectations that fathers will not participate and mothers will only be comfortable volunteering in female schools.

Actions to be Taken

- ERSP and the ECD Directorate will explore ways to involve more parents in G1-3 classrooms in boys' schools.
- ERSP will support the ECD Directorate to implement PCP activities for this year integrating the materials developed by the consultant focusing on the social and behavioral aspects of learning readiness.
- ERSP will also continue to support the ECD Directorate to conduct follow up visits on the PI implementation.

Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children

Successes Achieved in Quarter 3

- The QA framework, which is a succinct overview of the entire QA system, was finalized and sent for printing. It is expected to be distributed to the field next quarter.

- ERSP supported the QA Directorate to print and distribute the technical and administrative QA audit tools for all KGs. Each KG was asked in a formal letter to conduct the self-assessment and keep the completed tool in their records to be presented when the QA auditors visit the KG.
- ERSP supported the ETC and the QA Directorate to coordinate the invitation of the new KG principals to the QA session in the CTP training.



Challenges

- There is a strong need to develop the capacity of QA staff in the Field Directorates to analyze data and write reports at the Directorate level, yet the central QA leadership lacks a clear vision of how this would be most effectively accomplished.

Actions to be Taken

- ERSP will support the QA directorate to conduct the QA audit for all KGs this year.
- ERSP will prepare for training QA staff in the field directorates to generate QA reports on the directorate level, using real data from the most recent audit. This is expected to take place in late June.
- ERSP continues to advocate an ECE QA database as a priority under the work on a new EMIS underway by the MoE and UNESCO.

ECE Transition Status:

The ECE Component supports three MoE Directorates: Early Childhood Development, Education Training Centre and Quality Assurance. Each one of these directorates builds their annual plan in alignment with the ERSP ECE component plan and the ERfKE II plan.

- The ECD Directorate plans to activate the Regional ECD Working Groups for increasing the number of KGs in public schools. The ECD Directorate also is taking the lead in implementing the PI in KGs and G1-3 and in implementing PCP activities.
- The ETC is committed to carrying out CTP trainings, G1-3 trainings and KG principals' trainings.
- The QA Directorate is fully engaged and committed to implement QA activities and adopt the improved system including revised indicators and tools.

Component Area 2: Youth, Technology and Careers

In collaboration with the Ministry, the YTC team is developing a comprehensive workforce skills framework that draws on the National Education Strategy, which identifies the academic and personal management skills that are necessary for success in the workforce. The YTC team is strengthening Field Directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The programs will help teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved in Quarter 3

- ERSP conducted the third e-Learning Design and Development workshop "Producing Media Assets" in March 2013. The participants were trained on selecting appropriate sources for media assets and on the utilization of both Adobe CS6 and Macromedia flash



software. Through this training workshop, the groups were able to enhance their previously developed e-learning lessons, incorporate the trainers' feedback and demonstrate proper techniques for producing quality video and audio.

Challenges

- Participating groups need to meet regularly in order to work on developing lesson B and improving lesson A. Because seven of the 25 participants are from MoE Directorates other than QRC, it is a challenge to identify a suitable time and place to meet to work on their assignments.

Actions to be Taken

- ERSP will work with QRC e-Learning Directorate to follow up on Lesson B development and evaluation.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 3

- ERSP continued with the implementation of YLM. The DTT trained 77 counselors to review the YLM materials. A module to enhance communication skills for the counselors was added to the training sessions, based on the feedback of the mid-term evaluation. ERSP also organized three orientation meetings for counselors to plan for the Career Day activity after finalizing the YLM sessions. The counselors started to approach the professions in their areas to invite them to the Career Days.
- 82 counselors attended internships at 34 business locations all over the country. The counselors were motivated and built connections with the professions to host the YLM visits and invite them to the Career Days. The YTC team and CTT at the MoE and the Field Directorate conducted visits to monitor the implementation of this activity.
- Six Career Counseling Centers began piloting activities according to the agreed Terms of Reference. ERSP organized a meeting with the principals and counselors at the six centers to help them develop plans for center activities. The plans focus on providing educational and career counseling services, partnering with the private sector and local community, and building capacity of other counselors at nearby schools.
- ERSP participated in the working group that is working on the counselors' competencies performance indicators and evidences. This work is financed by UNICEF and led by a consultant, with ERSP providing technical assistance.
- Completed the renovation and furnishing work for Cluster 3 (81 counselor offices).
- Completed the taking over for all refurbished counselor offices.



Challenges

- The Ministry of Finance cut the budget for all MoE activities, which affected School to Career. The Ministry had allocated 30,000 JD for the program and the budget was reduced to 10,000 JD.
- Given the lack of clarity within the Ministry about its needs related to public-private partnerships and receiving donations, ERSP decided with USAID to not implement a corporate social responsibility workshop.

Actions to be Taken

- Continue the field visits to follow up on the YLM sessions and students' trips to business locations; this will be jointly done with CTT at the Field Directorate.
- Follow up on the Career Day events in all the participating schools.

- Engage the counselors who were absent during ERSP/YLM training in the MoE/YLM training.
- Conduct an award ceremony for participating counselors.
- Upon the completion of the competencies manual, ERSP will work with the ETC to link the competencies with the general Professional Development Framework, update the counselors' job description and work on the quality assurance tools.
- Conduct an initial assessment to select the 58 participating schools for the next academic year.
- Continue to monitor the effectiveness of the career counseling centers TOR and how it is applied in all regions.
- Continue support to MoE capability in solicitation and facilitation of public and private partner relationships to support school to work programs.

STC Transition Status

- The MoE and Field Directorates are following up with the 188 schools that completed the STC program during the first and second cycles. They sent letters requesting the implementation of Pathways to the Future and YLM sessions. ERSP has done independent verification of MoE implementation (see Monitoring & Evaluation section of this report for further details).
- Four DTT trained 30 new counselors from the Central region on Pathways to the Future in two workshops at the Amman Teachers' Club. The trainings were led by Ministry DTT and were comprehensive and successful.
- Until this quarter, the MOE hadn't provided the 188 ERSP schools and the new 30 Ministry roll-out schools with the implementation toolbox because of budget concerns. The YTC team sent the MoE a streamlined list of the essential items that should be included in the Toolbox to make it more affordable and sustainable.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 3

- After the completion of the LSTS sessions in the first semester, ERSP focused in this quarter on the community sports activities.
- ERSP organized two workshops on community sports activities, which were led by the CTT at the Field Directorates. The workshops were followed by two planning meetings with the PE teachers and CTT to finalize the planning for the festivals and leagues.
- Conducted seven sports leagues for boys and girls in all regions. The new CTT were able to evaluate the performance of the students during the leagues, based on life skills and athletic criteria.
- The LSTS budget was in jeopardy as a result of overall MoE budget cuts, but after meeting with the Secretary General, the LSTS budget was restored at the full funding level.
- ERSP facilitated the signing of an agreement between Sameh Mall and the MoE to provide two schools at Zarqa with sports heavy equipments with total amount of 1,550 JD.



"Now we are able to solve problems with studied decisions, before we were impulsive in dealing with problems"
Mohammed 9 grader from Al Qaddi Eyas School- Sahab.

"We learned cooperation inside and outside the school, and most importantly discipline, before we did not understand or know what discipline is." Rakan, 9 graders from Al Qaddi Eyas School- Sahab.

- The engineering team completed the taking over and the snag list for Y4 sports areas (eight complete sports areas and one partial renovation). The MoE has still not started the comprehensive renovation works for Al Zahra Secondary School in Ramtha Directorate. Therefore, the acrylic work and installation of the equipment were canceled in the existing contract and inserted into the next contract if the Ministry confirms the completion of renovation work.

Challenges

- The Activity Directorate suffers from weak leadership and poor coordination among its Divisions, which affects the planning of LSTS implementation.
- It has become obvious that many PE teachers lack the most basic knowledge of the rules of the four primary sports games (basketball, football, handball, volleyball). LSTS training materials do not go into depth on these rules because it was assumed that the PE coaches would know them already. ERSP will place significantly more emphasis on this in next year's implementation, to ensure that all coaches are able to correctly teach the games.

Actions to be Taken

- ERSP will support six festivals during the coming month with 80 students participating from each school. The local community will also be invited to attend.
- Coordinate with the MoE to distribute a reference handout to participating LStS PE teachers about the sports games rules and basic skills so they can teach these sports correctly. Distribute two festival kits to each region, for the MoE to use them in the coming year in organizing the sports festivals.
- Start the initial assessment to select 20 schools for the coming year in coordination with the Field Directorates.
- Leverage funding from the private sector for the remaining targeted schools that need sports heavy equipment.

LSTS Transition Status

- The MoE was able to complete the 24 LSTS sessions in each of the 47 schools from Cycle 1 and Cycle 2, in addition to two new schools.
- The MOE trained the 49 schools on the community-based sports activities, and the CTT demonstrated their competence during the training.
- Independent of ERSP the MoE successfully implemented six sports leagues for the 49 schools nationwide.
- The MoE allocated 35,000 JD for implementing the LSTS program during the

Program Component Area 3: Professional Development and Credentialing

The Ministry considers the Professional Development and Credentialing Component to be vital. ERSP is providing an induction program for newly appointed teachers. It also provides an in-service teacher training program and a program training leaders for change, following a whole school development approach. ERSP is implementing a professional development program for the effective use of facilities in MoE newly constructed schools funded by USAID. ERSP is providing the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educators, complete with protocols and systems for mentoring educators in their schools and classrooms. ERSP and its partners have been recognized as a significant contributor to forming the new vision and framework for professional development in response to the ERfKE 2 goals.

Objective 3.1. Development and Implementation of an Induction Program for Teachers

Successes Achieved in Quarter 3

Mentorship Program:

- The mentoring process was particularly successful in Al Karak, Southern Mazar, Der Alla, Al Koura and Al Ramtha FDs. The Master Trainers received mentoring reports from more than 50% of the schools where there are mentoring activities during February.
- The monthly progress reports indicate that newly hired teachers have been positively helped to improve and grow in many teaching related requirements such as using various learning pedagogies, daily planning, classroom management, using computers and presentation skills.



Challenges

Mentorship Program:

- The mentoring program in the absence of external incentives requires extensive follow up from Master Trainers, which achieved less than desired results. Four scheduled follow up calls were made to mentors along with e-mails during February and March as well as calls to the Heads of Supervision to follow up with them. The Master Trainers received 96 monthly progress reports from 465 mentors (21%) across the Kingdom. While this is an improvement compared to last year's results¹, the reporting from mentors is not up to expectations.
- None of the mentors from Al-Tayba-Westeyyeh, Southern Shouna, Al Jeeza, Badia North East, Southern Ghore, Al Muwaqqar, Theeban, Zarqa 2nd and North Ghore FDs sent any reports. They are not responding to the several requests from the Head of Supervision Department and the Master Trainer following up with them.

Actions to be Taken

Mentorship Program:

- The Mentors will continue their mentoring activities with their mentees during April and May. The Master Trainers and the Heads of Supervision will follow up on these activities through the monthly class observation and mentee progress reports.
- The ERSP team will encourage MoE to consider providing an incentive scheme for the mentoring process and reporting of newly hired teachers.

Objective 3.2 In-service Professional Development: A School-based Model

Successes Achieved in Quarter 3

ERSP Induction/In-service Specialized Program:

- The In-service and Induction Specialized program began in mid-March in 57 sections out of 58. One training section was delayed to the beginning of April.
- The Master Trainers reported that the trainees highly appreciated sharing knowledge and producing lesson plans collaboratively when they met in groups of similar specializations during the lesson planning sessions.



¹ In March 2012, 100 monthly progress reports from 697 mentors were received (14%).

- One teacher in Ruseifah said that she knew one way to induce thinking with her students but in the critical thinking workshop she learned new ways.

MoE In-service Implementation:

- The In-service Specialized program started in March in 17 out of 19 FDs in 65 out of 69 schools. The training did not take place in Al Qweismeh and Sahab FDs due to internal financial issues that were resolved with the ETC. Training was scheduled to begin in those two FDs in early April.
- The Master Trainers held one rehearsal session for the MoE trainers in the 19 FDs. All the MoE trainers received the necessary materials for the program to conduct the training.
- The MoE trainers were able to conduct planning sessions and produce lesson plans.
- In coordination with the ETC and FDs, new participants joined the In-service Specialized program after the ETC lowered the requirement level from 75% to 70% to pass accreditation. They were motivated and eager to attend the training and will make up for the missed Foundation and General programs next year.

National Contest for the Success Stories of Schools:

- Three new contest categories were introduced to enhance the quality of the success stories. These are: Local Community, Modern Pedagogies and Integrated ICT in Education. The new criteria were established based on redefined categories of innovation to heighten the quality of the innovation and uniqueness of the success stories meriting award.
- The 116 ERSP schools and the 72 MoE schools participating in the In-service program were invited to apply for this year's contest. One hundred and seventy seven (177) applications were collected from 89 of the 116 ERSP schools, noting that schools could apply for more than one category. ETC is still collecting submissions from their schools.

Exam for In-service and Principal Leadership:

- The make-up exam will be held on Saturday, April 13th for both the MoE and ERSP In-service programs for the principals and teachers who did not achieve 70% of the total program requirements. The population will also include principals and teachers who did not attend the exam which was held on December 15, 2012 and had an official excuse for not attending.

No. of FDs	No. eligible to take exam (ERSP and MoE)	ERSP	MoE
32	315	220	95

- An exam committee from MoE had a meeting with the Electronic Exams Department at Yarmouk University in March 2013. Yarmouk University agreed to provide the MoE with the software they use to prepare the online exams.

ERSP In-service Follow-up Year 3 schools:

- The Master Trainers finished the fourth follow-up visit for all of the 115 schools and the fifth follow-up visit for 22 schools that participated in the Y3 In-service program as scheduled.
- During the follow-up visits, the schools' teams submitted 42 new project plans and started implementing 46 new projects since the beginning of the second semester. During this semester, 17 schools have started implementing 31 new projects. None of these schools implemented any projects during the first semester.
- During the fourth and fifth follow-up visits, the Master Trainers attended 212 class visits in 106 out of 115 (92.2%) schools. In 70% of these class visits the teachers showed good competencies in using modern learning and teaching pedagogies, evaluation strategies and tools and ICT according to the classroom observation tool.

MoE TOT shadowing:

- The shadowing phase started with the implementation of the Leadership programs and the In-service Specialized program. A total of 130 out of 146 TOTs (91.7%) shadowed the Master Trainers during this period. Reasons for non-participation included:

- Five TOTs from North Mazar-Bani Obeid FD, Ruseifa FD and North Ghore FD withdrew in the first semester phase because they did not complete the TOT training program.
- Seven teachers from Al Tayba-Al Westeyyeh, Al Qaser, Ain Al Basha and North Ghore did not resume the shadowing phase during the first two weeks of the In-service Specialized program because they were not informed by the FDs. Thus they fell from the TOT count for this quarter but will continue in the next quarter.
- Two supervisors from Al Qaser FD opted to participate with the SDIP program.
- Other isolated reasons were as follows: One resigned to work in the Gulf. One teacher from Madaba FD was on maternity leave. One teacher from Al Ruseifa FD was placed in an afternoon shift, but she will resume shadowing during April when the school returns to the morning shift.
- During the implementation of the Leadership programs, participation in shadowing ranged from 79.4%-82.5%. During the first two weeks of the In-service Specialized it was 67.1% and 84.8%.
- The TOTs' attendance was remarkable in Al Aqaba, Theeban, Der Alla and Al Ramtha FDs, where all TOTs who finished the TOT training program fully participated in the shadowing phase.

Challenges

ERSP Induction/In-service Specialized Program:

- A lack of communication between the MoE and the trainees resulted in low attendance in some sections because they were not informed about the training, especially Induction teachers. This occurred in Irbid 1st, Jerash, Ajloun, Badia North East, Bani Kananah, Al Jeeza, Al Muwaqqar, Zarqa 1st, Wadi Al Seer, Aqaba, Al Karak and Tafilah FDs. In some sections, low attendance was attributed to the distance between schools and training locations, such as in Badia North East FD.
- Training did not take place in Al Tayba-Al Westeyyeh FD due to the trainees' refusal to accept an alternative Master Trainer to the one facilitating the In-service Foundation and General programs. Training resumed when the requested Master Trainer was reassigned to this school.
- Trainees from Al Muwaqqar Primary School for Boys in Al Muwaqqar FD refused to attend the training with Al Muwaqqar Secondary School for Girls. A new section was opened for the boys' school to continue the training.

National Contest for the Success Stories of Schools:

- Some schools were late in finishing their stories, especially the MoE schools. The FDs extended the time for them to send the stories.
- Not all schools who applied for the contest sent success stories.

Exam for In-service and Principal Leadership:

- Compiling the data on eligible participants for the exam has taken the MoE much time and effort.

ERSP In-service Follow-up Year 3 schools:

- Two schools in Ma'an FD were subject to vandalism following Parliamentary elections, which halted projects and resulted in lost training task documentation.
- In 29 out of 115 schools (25.2%), some teachers and principals were not pleased with their ineligibility to sit for the ERSP Exam because their attendance fell below the MoE requirement. They were advised to send a letter to the MoE to request a verification check on their attendance if they felt the attendance recording was in error.

MoE TOT shadowing:

- Supervisors are being assigned to both the ERSP and SDIP program. Fortunately this challenge has been limited to two from the Al Qaser FD, but ERSP had believed sufficient

steps were taken to identify and select the trainers to prevent this from happening yet again.

Actions to be Taken

ERSP Induction/In-service Specialized Program:

- Continue implementation through May 16th.
- Upon completion participation certificates for the training program will be issued for all trainees who achieved 80% attendance during the training program.

MoE In-service Implementation:

- Continue implementation of the training through May 16th.
- Al Qweismeh and Sahab FDs schools will make up the missing workshops.

National Contest for the Success Stories of Schools:

- A committee of five members will be appointed, three from ETC and two from ERSP, to evaluate the collected stories.
- Three top innovations nationally told through school stories will be selected for each category after the success stories committee completes the evaluation of all those collected.

Exam for In-service and Principal Leadership:

- Teachers and principals who achieved 70% of the total program requirements will be issued accreditation certificates.

ERSP In-service Follow-up Year 3 schools:

- The remainder of the visits to Year 3 schools will take place as scheduled in April and May of 2013.
- The schools teams will continue implementing and documenting the new projects as planned.

MoE TOT shadowing:

- A final report about the performance and attendance of the TOTs will be issued at the end of the shadowing phase of the MoE TOT trainers' preparation program.
- TOT certificates will be issued only for the TOTs who finish the shadowing phase and meet all the requirements needed to be a MoE trainer. Next year, they will participate in the coaching and mentoring phase.

Objective 3.3 Change Leadership Training for Principals and Supervisors

Successes Achieved in Quarter 3

ERSP Leadership Program

- The Leadership Foundation program was conducted in February for all 23 FDs. Two hundred and seventy seven² out of 318 participants that included 162 Supervisors and 115 Heads of Department (87%) attended at least one workshop from the program. Of the 277, 199 had perfect attendance, 59 had 75% attendance, and the remaining 19 had attendance 50% or below. Satisfaction surveys completed by 221 participants showed an overall satisfaction percentage of 90%. The main critical note resulting from the surveys for Foundation as well as the next two phases was related to the workshops' start time because workshops start after working hours. Despite the drivers' strike and the participants' designations to different FDs, the critical mass reached to conduct the training was sufficient.



² Some of the Supervisors transferred to new FDs and declined training as assigned as they had previously participated with the MOE implementation of the ERSP. The MoE has not shared available data on these participants.

- The Leadership General program started in February and concluded as scheduled in March with all 23 FDs. Two hundred and ten out of 274 participants (77%) attended at least one workshop, of these 155 were supervisors³ and 55 were principals or principal assistants. Of the 210 attending participants, 114 achieved perfect attendance, 67 achieved attendance between 80%-99% and 16 achieved attendance between 60%-69%, and 13 fell below 60%. Satisfaction surveys completed by 175 participants showed an overall satisfaction percentage of 89.5%. The critical mass reached was sufficient to conduct the training. The newly hired supervisors in some FDs such as in Al Shoubak FD showed a high level of commitment and enthusiasm to work at their FDs after the program.
- The Specialized Supervisors program was conducted for all 23 FDs. Two sections were merged with other Field Directorates to achieve a proper training cadre with four of the six nominated individuals taking part in the training. One hundred and fifty seven out of 196 participants (80%) attended at least one workshop from the program. Of the 157 participants, 107 achieved perfect attendance, 43 achieved 80% attendance, and six achieved 60% and one less than 50%. Satisfaction surveys completed by 139 participants showing an overall satisfaction percentage of 92.3%. There was coordination between the FDs and ETC in order to solve any issues. Two new supervisors from Madaba FD were not on the participant list, but after hearing about the positive impact from other supervisors, they asked the Head of Supervision to put their names on the list and they attended the program.
- The Specialized Principals program started in March and will continue into April for 22 out of 23 FDs⁴. Of the 116 targeted schools, 101 principals and principal assistant participated in the leadership program. Of these 69 participated with the ERSP implementation and 32 with MoE implementation.
- In the Specialized Principals program there was coordination and cooperation between the FDs and ETC in order to solve the transportation issues. This reflected positively on the attendance of participants from distant locations.
- *ERSP implementation numbers*

Program	Target	Actual	Attended at least once
Leadership Foundation Program	318	277	87%
Leadership General Program	274	210	77%
Specialized Supervisors Program	196	157	80%

MoE Implementation of Leadership:

- The Leadership Foundation program was conducted in February for their assigned 19 FDs. Al Tafilah and Irbid 1st participants were merged with other FD sections but resumed the Leadership General Program in the original FDs when the program joins with principals and principal assistants to increase participant numbers. The total number of participants that attended at least once was 153 out of 191 (80%). A rehearsal session was conducted for the MoE trainers in the 17 FDs where training was actually taking place. FD Heads of Supervision participated in the rehearsal. All the MoE trainers received the needed materials to conduct the training.
- The Leadership General program was conducted between February and March including participants from all 19 FDs. The total number of participants was 156 out of 197 (79.1%). A rehearsal session for the MOE trainers all 19 FDs where training was taking place. FD Heads of Supervision participated in the rehearsal. All the MoE trainers received the needed materials to conduct the training.
- The Specialized Supervisors program was conducted during March in all 19 FDs. The program was not implemented in four FDs⁵ because of the shortage of the supervisors, so

³ See footnote 2 noting drop outs.

⁴ Bani Obeid FD dropped out with no remaining participants.

⁵ Al Tafilah, Bani Kananah, Al Mafraq and Irbid 1st had only 2 to 3 supervisors participating.

they attended the program in other FDs either with ERSP implementation or MoE implementation. The total number of participants was 82 out of 102 (80%). A rehearsal session was conducted for the MOE trainers in the 19 FDs that included the participation of the FD Heads of Supervision. All the MoE trainers received the needed materials to conduct the training.

- The Specialized Principals program was began in March and is to continue into April for all 19 FDs. A rehearsal session for the MoE trainers for all 19 FDs. All the MoE trainers received the needed materials to conduct the training.
- The MoE trainers from the Y1 batch of seven FDs are still serving as MoE trainers in implementing the Specialized Principals program. Their training competences and facilitation skills are visible and their attitudes reflect professionalism.

MoE implementation numbers

Program	Target	Actual	Percentage at least once
Leadership Foundation Program	191	153	80%
Leadership General Program	197	156	79%
Specialized Supervisors Program	102	82	80%

Challenges

ERSP Leadership Program:

- The original target of the program was 116 Principals and/or Principal assistants participating in the In-service General program. Only 101 attended the leadership program. For assorted documented reasons fifteen did not participate in the Leadership program in spite of ERSP and ETC efforts to actively seek their participation.
- Forty-six supervisor trainees dropped out from the Leadership program between the Leadership General and Specialized programs. This is attributed to the lack of incentive they perceive in terms of ranking or remuneration. Many serve as MoE trainers for which they are paid.
- During the Leadership Foundation program the drivers' strike affected MoE transport of three participants from Bani Obeid who were to be trained in Ramtha FD. These participants did not return to training following the strike despite MoE attempts to draw them back.
- Compiling the lists of potential Leadership participants for FDs was challenging as there were many authorized transfers among supervisors across the Kingdom.

MoE Implementation of Leadership:

- The Leadership Foundation rehearsal session did not take place in Al Tafilah and Irbid 1st FDs because they do not have enough untrained Supervisors and Head of Departments to take the program. The ETC decided to close the sections and resume the training during the Leadership General Program.
- Low possible targets for the Leadership program were noted in FDs⁶ that participated in ERSP training in Year 1, since most Supervisors and Heads of Departments have already completed the program.

Actions to be Taken

ERSP Leadership Program

- The participation certificates for all Leadership programs will be issued for the trainees who achieved 75% attendance during the Foundation program and 80% for all the other Leadership programs.

MoE Implementation of Leadership

- Collect the database from the FDs in order to prepare the participation certificates for all Leadership Programs.
- The Specialized Principals program will continue until April 24th.

⁶ These include: Ajloun, Amman 1st, Irbid 1st, Ma'an, Al Tafilah, Karak and Zarqa 1st.

Objective 3.4: Enhancing Institutional Capacity to Delivery PD Programs (MoE Reform)

Successes Achieved in Quarter 3

- Progress has been made on the standards development, with general teacher and principal standards having undergone the MoE language review needed prior to official submission. The supervisor standards are in final draft and set for review by the TC in April.
- The MoE TC members have advanced in their understanding of the value of the standards and especially the leadership standards that they are now using as a model for revisions of other competencies. The teacher standards will undergo further review for development of performance levels as done with leadership standards. It is heartening to see the hard work resulting in a new depth of understanding.
- The previous Minister was interested in pursuing the ETC action plan to increase its functionality in meeting MoE professional development needs. However, with a new Minister now in place, this will have to be revisited. QRTA and ERSP are collaborating with ETC on this effort.
- ETC is seeking to activate the accreditation and certification process drafted by Alex Crisan with assistance from QRTA and ERSP.
- The transition strategy has been moving forward and is being monitored by both ERSP and the MoE Directorates. There is a heightened sense of ownership with most elements of the ERSP transition strategy.

Challenges

- The process for final review of standards remains vague and the new role of the Standards Directorate is still undefined.
- The appointment of Ministers does raise questions of future priorities of the new leadership and what they mean for the agreed strategies and transition activities underway by ERSP and the MoE.
- The limited number of qualified staff at ETC remains an on-going concern.
- The personnel issues with STC and LSTS continue to keep optimism at bay as to the effectiveness of the transition strategy for those two sub-components.
- The national budget and the Ministry budget approval processes have raised some alarm among the team and Directorates in pursuing the transition goals and activities. The budget needs have been addressed and we believe resolved with the exception of STC, which requires more follow-up. However, the decision-making process for resource allocation in the Ministry does not inspire confidence for the future.

Actions to be Taken

- ERSP will seek a meeting between ETC, ERSP and the Standards Directorate to clarify the steps towards finalizing the standards for leaders, to be followed by those of teachers once the levels are developed. This knowledge will be transferred to the process for ECE and counselor competencies.
- Support ETC as it attempts to apply the accreditation and certification system for other programs.
- Continue to monitor progress on the transition activities and supporting budgets in collaboration with the MoE.
- Continue discussions with General Education to see if the gap in funds supporting STC can be addressed in an effective manner that maintains program integrity.
- Pursue with DCU the formulation of the Senior Oversight Committee once the new Minister is appointed to address policy and practice issues which are broader than any single Managing Directorate. (i.e. connecting the standards to performance appraisal, and performance appraisal to promotion and ranking.)

Objective 3.5: School Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID

Successes Achieved in Quarter 3

Y3 schools:

- In this quarter the main focus was to finish the enhancement activities in schools and to emphasize the role of taskforces to ensure sustainability of the emerging practices. Below is an update on training status: (See Annex 2 Tables 1-6 for training details.):
 - Five schools out of 13 completed their assigned set of enhancement activities' training: Maimouna Bint Al Hareth School, Aysha Um Al Mo'mneen School, Dahiet Al Ameer Hassan, Madaba School and Safieh Bint Abd Al Mutaleb School.
 - A team building activity was conducted in each of the following schools: Jabal Tareq School, Abd Al Munem Riyad School, Othman Bin Affan Sahab School and Um Qsair and Muqabaleen School.
 - Two additional schools completed the *Professional Development Specialized Program for Male Schools*, which now totals five schools out of seven completing this training.
 - Two additional schools completed *Modern Teaching Strategies for Early Grade Teachers*, which now totals eight schools out of nine completing this training.
 - Two additional schools completed *Practical Models in the Rotation System*, which now totals 16 schools out of 16 completing this training.
 - Two additional schools completed *Activating the Role of the Learning Difficulties Room*, which now totals 15 schools out of 16 completing this training.
 - One additional school completed *Differentiated Learning*, which now totals 10 schools out of 16 completing this training.
 - One additional school completed *Activating the Modern Teaching Strategies*, which now totals nine out of 12 completing this training.
- ERSP conducted the Principals' Meeting engaging 23 principals. During the meeting there was a sharing of experiences between the old and new schools' principals to reflect on their practice, successes and challenges, achievements and recommendations.
- Through 165 field on-site support activities, the following observations were made:
 - Teachers have transformed classrooms into subject-oriented environments.
 - Teachers are using different seating styles (i.e. rows, pairs, table rows, U-shape) to manage the classroom space and to allow for the application of several approaches that enhance academic lessons.
 - Teachers are integrating ICT resources into daily practice in their classrooms.
 - Teachers are adopting various teaching and learning methods.
 - NCS coaches attended 54 student-centered interactive lessons.
 - Early grade teachers are adopting specific modern teaching strategies.
 - The rotation system is being implemented in all NCS schools, although it is noted they are at different levels of quality in performance.
- More initiatives were acted upon with the local community. Examples include:
 - Two community-based sessions were conducted inside schools in this quarter with school designated topics the focus of the agenda⁷.
 - The "Let's End Violence Initiative" was launched in Othman Bin Affan Sahab School under full support and cooperation from the local community.



⁷ Examples of awareness sessions include topics like health, English language courses, computer courses, etc.

- Observations indicate that participatory leadership is enhanced inside NCS schools. Principals are determining and delegating tasks, motivating and encouraging the school community to work and excel, partnering with local community, and supporting the work of schools' teams and committees.
- The sense of belonging and ownership is witnessed by school community members. School community members are working to keep their schools clean inside and outside, keep it beautiful and maintained, and utilize it to the maximum.
- The roles of the five taskforces were emphasized to take the responsibility of planning the sustainability of the training program's impact. These taskforces will continue building communities of practice inside schools that are capable of sustaining the change and investing the available resources in schools to guarantee a new proactive generation of students. The team building activities, March principals' meeting, the social media outlets and websites of schools played significant roles in ensuring the sustainability of these newly emerging practices.
- A differentiated approach that is tailored according to the needs of schools is being adopted through variations in plans for on-site support activities and altered training schedules.

Y4 schools:

This quarter was intensive for Y4 schools in terms of training workshops, on-site support activities, one-on-one coaching sessions, projects and initiatives. More details on this quarter activities are as follows: (See Annex 2 Tables 1-6 for added training details.)

- Completed block three training in eight schools out of 11. The percentage of attendance varied from 75% - 100%.
 - As an outcome of block three, 80 projects were initiated in the eight schools that finished the training. Each taskforce in the school designed and started to implement two projects.
 - Examples of the projects include: Modern Teaching and Learning Strategies' Journal; My School Garden is a Beautiful Garden in the World; The Book Exhibition; Vinegar Industry; Strawberries Green Houses; The Occupations' Day; Recycling of Papers and Cans; A School with No Violence; The School Police; Science Fairs; Debates on different topics between students; Spelling competitions; and Make up classes through preparing e-lessons⁸.
- The first workshop of block 2, "Planning for the First Scholastic Day," was re-implemented in Al Jofeh Secondary Boys School and Fatima'a Al Zahra'a Basic Co School to help teachers refresh their knowledge
- First Day Celebrations were conducted in the two schools that opened in January: Fatima Al Zahra'a Basic Co School and Al Jofeh Secondary Boys School. They both announced their own vision, mission and code of honor to all stakeholders.
- Nine schools out of 11 completed the students' "My School is My Society", "My School is My Responsibility" training. As a result students were inspired to launch several campaigns and initiatives, such as "Toward a more disciplined school" at Aysha Bint Abi Bakr School, "Let's decorate our classes" at Um Al Somaq Al Janoobi school, and "The Pepsi cans recycle project" at Hetin school.
- Conducted local community training for both Aysha'a Al Baouneye and Al Jofeh schools.



"I started to enhance creativity inside my classroom and help students to become more aware of their creativity."
Teacher Asma Zaidan from Madaba School

⁸ This project has teachers developing e-lessons to be used when teachers know they are to be absent or a reserve of them used with students in the event a teacher is on sick leave.

- Three out of 11 schools began the Practical Models in the Rotation System training.
- Teachers are working on giving each classroom a special identity. The percentage of decoration and beautification inside newly constructed schools varies from 80-100%.
- Five schools organized hygiene and cleanliness campaigns, including Um Al Somaq Al Janoobi School, Aysha Al Salt School, Al Marj School, Al Bnayat School and Princess Alya'a School.
- The local community played an important role during this quarter in supporting their schools. Examples include:
 - The Hetin School local community supported the school in its preparation for the Book Exhibition.
 - The Aysha Al Baouneye School local community provided the school's clinic with simple needed materials.
 - Around 25 community-based sessions were conducted inside schools for local community in the various schools. Sessions topics varied, examples include: Awareness sessions, Literacy sessions, and Computers sessions, etc.
 - Twenty-five students, five teachers and 25 members from the local community from Al Jofeh School raised an initiative to clean the school's neighborhood.
 - Local community and parents from all schools worked with schools' community members to prepare for Mothers' Day and Al Karama Battle anniversary.
- The Y4 principals attended their first principals' meeting. Initial feedback indicated their satisfaction with the meeting. Principals noted that they found it an excellent opportunity to share their school achievements, share major initiatives and projects that were implemented in their schools, identify challenges they face, converse about solutions they could apply, and further evaluate the realities of their schools and plan practical steps to improve the work.
- A total of 390 field on-site support activities were conducted to schools.
- A total of 396 hours of one-one coaching sessions were provided to principals by ERSP. These sessions supported school principals in dealing with schools issues on a daily basis.

Challenges

Y3 Schools:

- Currently there are 34 substitute teachers in Y3 schools which raise concern about the sustainability of the capacity building efforts conducted with these teachers.
- The level of safety and security in Othman Bin Affan Secondary School in Sahab is low as the school still has only one guard. Also, at this school the level of hygiene and cleanliness continues to be low as there are still no janitors hired to date.
- The Principal of Abdelmunem Riyad School continues to use traditional leadership and management methods and refuses to distribute ICT tools to classrooms.
- The internet connection is slow in most schools which limits the schools' ability to develop better communication channels with community members and support information access for students.
- Some schools are still awaiting delivery of curtains. Other schools have received curtains but they are inappropriate places such as interior windows or doorways.
- The number of Syrian students in newly constructed schools is over 240. ERSP is supporting teachers in their follow up with these students as many were facing low academic achievement, social ostracism, and withdrawal from peers.

Y4 Schools:

- Despite the meetings that were conducted with Ministry to follow up on challenges related to furnishing, equipment, utilities and maintenance, limited actions have been taken by the MoE and FD personnel to bring these to resolution. As a result, the capacity building plan is affected and schedules for training have been continuously rescheduled and delayed. Examples include:

- Delay in delivering the ICT tools (computers, laptops, interactive boards) and lab equipment to schools resulted in delays of ICT utilization workshops.
- Teachers' action plans related to ICT utilization are also not completed.
- There have been specific leadership issues identified, including the following:
 - The Al Bnayat School principal was changed and the new principal applies poor management and discipline techniques that are harsh and punitive. He is resistant to new methods advocated by the ERSP leadership model.
 - The Al Marj Basic Co School principal continues to be in conflict with her assistants and the local community. This has disrupted the school environment and has diminished the effectiveness of the capacity building. Attempts to rectify the matter have included numerous visits by the ERSP team, along with the FD, and changing the supporting coaches. The issue was raised to the MoE leadership but no effective action has been taken.
- Severe maintenance issues remain, especially the following:
 - Al Bnayat Secondary Boys School continues to have the serious safety issue involving the electricity connection as well as the lack of water, and
 - Um Al Somaq continues to face severe water/humidity issues especially in the KGs that put the school personnel and students' health at risk.

Actions to be Taken

Y3 schools:

- Finish the implementation of enhancement activities in all schools.
- Conduct the second round of change dissemination events in the following schools: Um Qsair W Il Muqabaleen, Saad Bin Abi Waqas, Dahiet Al Ameer Hassan, Safieh Bint Abd Al Mutaleb, Al Qadesiah Ain Al Basha, and Jabal Tareq.
- Conduct the remaining days of on-site support activities with added consideration to ensure the sustainability the quality of school performance resulting from the ERSP interventions.
- Distribute ERSP PD training programs' certificates to Y3 schools' attendees.
- Select the remaining 15 candidates for the HED scholarships in coordination with the MoE.
- Organize specific activities to support the Syrian students in newly constructed schools.

Y4 schools:

- Continue implementing block 3 workshops in Al Jofeh, Fatima Al Zahra'a and Khawla Bint Al Azwar schools.
- Continue the local community training workshops for the rest of schools and support community members' projects, initiatives and ideas.
- Continue students' training workshops for the remaining schools.
- Conduct the remaining on-site support activities.
- Start implementing block 4 workshops in all schools.
- Finish the "Practical Models in the Rotation System" training in all schools.
- Coordinate the 1st change dissemination events.
- Support school staff in their preparations for the inauguration ceremonies.
- Organize the 2nd principals' meeting.
- Select the remaining 33 candidates of HED scholarships in coordination with the MoE.

PD Transition Status

- ERSP is making progress, albeit slow, with ETC on creating one national induction program through merging the ERSP and MOE Induction programs as well as drafting new content.
- The leadership standards are undergoing final reviews before being submitted for MoE endorsement.
- The In-service model of implementation has been adapted and implemented by the MoE as a school-based one to offer a more sustainable model for future implementation. The MOE trainers succeeded in implementing the In-service model and their capacity was evident as they engaged in rehearsal, coaching and mentoring sessions.
- The MOE planned and implemented the Leadership program in 19 FDs. Again the MoE demonstrated the capacity to plan and provide the training program through their Field Directorate-based trainers.
- The MOE make-up exam committee has undertaken the process of preparing the trainee participants' list and entering the necessary data into a database, modeling procedures they need to carry out the function independently in the future.
- The newly constructed schools are showing signs of sustained change, evidenced through continued application of innovative practices after the project intervention has ceased. The Aqaba schools confirm this point.

Program Component Area 4: School Based Management improved through Decision-Making

ERSP will strengthen the capacity of principals, supervisors and other Ministry officials to access and analysis performance against specific Key Performance Indicators (KPIs). The ERSP team alongside the Ministry has explored challenges to data integration at the central level which inhibit productive use of data to inform decision making. ERSP will work at the school level to support principals in their use of KPI data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction and student achievement. The team will help field directorate planners support principals in the analysis and decision making process in addition to strengthen their own capacity in this regard. ERSP is also building local capacity for data-based decision-making by supporting the Jordan Education Initiative to develop an independent research capacity.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 3

- Significant successes were achieved with the school-based Data-Use activities this quarter, including increased awareness on the part of school staff for the existence of queries, the ease of running them and a deepened understanding for how to interpret the data about the quality of the school performance and the need for actions to respond to issues.
- Completed training for 205 schools across 15 FDs, engaging 654 school staff members. The percentage of attendance ranged from 72%-100%.
- Conducted 490 on-site support visits to the schools that received training. These visits were used to support school efforts in implementing action plans to overcome challenges and monitoring progress using the data.



- Feedback from participants responding to the training satisfaction survey indicated the following:
 - Participants felt the training program helped them in making effective decisions based on the real status of the school and more relevant to the school's challenges.
 - Training provided them useful decision making tools such as OODA (Observe, Orient, Decide, Act), which enabled them to make informed decisions.
 - Participants believed that trainers had sufficient knowledge in the program and the content of the training program is targeting their specific needs.
- Three ToT training sessions were implemented in the North, Middle and South regions, engaging a total of 92 school members.
- Over 2,000 calendars were distributed to all schools in the trained FDs.
- Evidence suggests that schools are making use of the five decision making tools introduced through training to help them addresses performance weaknesses and challenges.
- Case studies are emerging that note the positive impact of the data use program offering early evidence of the program's potential impact. Case studies will be compiled and used to advocate the benefits of data use in the decision making process. (Annex 3.)

Challenges

- The MoE training premises are not conducive for the training sessions.
- Internal coordination with the Ministry is not as efficient as desired and results in delays in distributing formal letters, which continue to be required in this centralized system.
- The EduWave system continues to present operational challenges.
- The transition strategy lays out a plan for reaching 2,928 schools by December 2013. Of this, the roll-out for 1,624 has been confirmed and will be trained by July 2013 with the current budget allocation. The Planning Directorate is seeking the remaining budget needed to conclude the training of the 1,304 more by the end of the year.

Actions to be Taken

- Continue the Data Use training for the remaining 85 schools under ERSP responsibility.
- Conduct the remaining on-site support activities for schools.
- Train ToT members from the other 19 FDs who will continue the training with neighboring schools.
- Distribute to the field directorates the remaining set of Data Use calendars that support the data use timeline and ensure they distribute to their schools.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 3

- FD personnel displayed an appreciation for the value of school-based use of data and the role they can play in supporting school personnel to address improvement needs.
- ERSP conducted training for 13 FDs with a percentage of attendance of 136%, indicating attendance beyond the expected targets. We believe this is attributed to the high interest and associated value being placed on data access and use that this program advocates.
- The Central MoE leadership was engaged in the formulation of the Data Use program activities.
 - The detailed roll-out strategy for ERSP and MoE training was developed in close coordination with the MoE PD team.
 - ToTs were selected and training initiated in coordination with the MoE.



- The MoE took the responsibility to follow-up on the recommendations emerging from the Data Dialogue session to enhance legislation and MoE protocols to better serve school and field directorate solutions. The MoE needs to seek appropriate endorsements and determine actions or dissemination strategies to apply modifications in the field.
- Data use in the planning and decision making process was incorporated into the leadership standards developed with ETC.
- Orientation meetings were conducted in the Middle and South regions for FD level leaders, with a third meeting in the North taking place in early April. The meetings aimed to provide evidence on the Data Use usefulness for decision making, to facilitate the adaptation of program activities within the Field Directorate, to raise awareness of the significance of accurate data entry and to reach consensus on the Field Directorate roles and responsibilities for implementing the system.
- Projects were implemented this quarter by Field Directorates to support performance improvement solutions. (Examples are presented in Annex 3.)

Challenges

- The MoE training premises continue to present challenges.
- Internal coordination with the Ministry caused a delay in distributing formal letters.
- Continued challenges using the EMIS EduWave remain.

Actions to be Taken

- Conduct on-site support activities for the field directorates, building their capacity to follow-up with schools.
- Conduct 6 regional sessions with the head of divisions in field directorate to build on the results and plans produced during the ERSP training.
- Distribute the Data Use calendars to field directorates for their distribution to schools.
- Support the MoE in preparation for the next data dialogue forum through collection of feedback from the field directorates.
- Ensure the field directorate is supporting the roll-out strategy as agreed.

DU Transition Status

- A formal letter was issued by the Planning Directorate to launch the 1st phase of the MoE training to be undertaken in 81 training locations in 10 field directorates to cover 600 schools. The training will begin on the 13th of April. Three members will be trained from each school.
- ERSP will provide the printed materials for the MoE roll-out of training. These packages will be printed in April.
- Funds need to be secured for the transition roll-out by the Ministry to be conducted between July and December 2013.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 3

- In December 2012, ERSP approved the Monitoring Information System (MIS) project proposed by JEI, and the implementation started this quarter. The Monitoring Information System (MIS) will consolidate JEI data into a centralized database which will facilitate data entry, access, and analysis. This system should not only strengthen JEI's data gathering activities but also the retrieval and reporting of information needed for strategic planning and scoping of new projects. Phase 1 of developing the MIS started by assessing the current situation and defining the objectives of the new solution. A special template was developed to collect the scattered data at JEI and the project managers started filling it in.

Challenges

- The challenges of the MIS are mainly related to collecting the data of old projects, which are now stored in different formats and various locations. It is likely this challenge will delay the implementation timeline somewhat.

Actions to be Taken

- The next phase of MIS development, to build the structure of the database and define the indicators, will start in parallel with collecting data. It is critical to get the database design done correctly. Afterward, the team will be trained on how to enter data into the system and then the quality assurance process will be initiated.

Monitoring & Evaluation and Communications

Monitoring & Evaluation (M&E)

ERSP submits the updated Dashboard of Targets Vs Actuals every quarter, which provides a snapshot of the project outputs measured against the end-of-program targets and the Year 4 targets. This quarter, the M&E team undertook a thorough review and revision of the Dashboard in collaboration with partners, to ensure the accuracy of indicators and definitions. The changes have been reflected in the current version, updated through 31 March 2013, which is provided through the hyperlink below. The rows highlighted in green represent the indicators that are in common between this expanded program monitoring Dashboard and the abridged version that was revised based on the audit recommendations.

Dashboard document hyperlink: [ERSP Dashboard 30 Apr 2013 Final.docx](#)

The M&E team has also started early preparations for the annual Performance Monitoring Report (PMR) which is due at the end of July. In the course of conducting an intensive examination of the Performance Monitoring Plan (PMP) with each of the component teams, the M&E team made several changes to the language of the indicators and especially their definitions, to make them more accurate and concise. ERSP also reached consensus on the reporting requirements and improvements to the PMR submissions expected from each partner.

As mentioned in the previous quarterly report, the M&E team conducted focus group discussions (FGDs) with teachers and principals who participated in the In-Service training program. The report of the results was shared with USAID during this quarter. The following are some highlights from the report:

- In general, most of the participants reported that they benefited from the training, especially the portions related to the school improvement projects and teaching pedagogy.
- Around 60% of the participants attested that the training supported their schools' efforts in engaging the local community.
- The participants expressed some common challenges mostly related to the inadequate infrastructure at their schools such as the unavailability of functioning IT facilities and resources for ICT integration into lesson delivery. They also noted that the high number of students in the classroom also hinders the application of their learning in terms of increasing student engagement and applying group work.
- Some relevant actions and recommendations were identified for ERSP and the Ministry to undertake in order to improve the PD system and the performance of teachers and principals.

During February 2013, the M&E team conducted three FGDs with selected school level staff who participated in the Data Use (DU) training workshops. The aim of these FGDs was to gather feedback about the quality of delivery and the effectiveness of the DU training program. A summary of the results and suggestions for improvement has been drafted. In general, the participant responses were very positive about the DU training program. The overall delivery of the training was highly praised and considered high quality despite some variability in the trainers' follow up and support. Once the report is finalized, it will be shared with USAID and pertinent sections will be discussed with the MoE.

During March 2013, ERSP focused on monitoring the transition and confirming the implementation of the YTC programs in particular by the MoE. ERSP visited a number of STC and LStS schools that were engaged in the ERSP delivery of the program activities in Year 2 and

Year 3. The Ministry is now responsible for ensuring the sustainability and continued implementation in these schools. The following are some highlights of ERSP's follow up:

ERSP undertook the following actions to verify the continued implementation of the School to Career (STC) program:

- Contacted the Heads of the Counseling Division at 18 FDs in all three regions.
- Collected and reviewed counselor implementation plans.
- Conducted random verification spot checks to 12 schools in the Center and North regions in addition to meetings with the Head of the Counseling Division in Amman 1, Amman 2, Amman 3, Irbid 1, Irbid 2 and Bani Kenana FDs.

In general, there is evidence to confirm that counselors are adequately carrying out the STC activities with students. However, it is apparent that the program is demonstrating higher levels of success in the Central region than in the North and South FDs, and that better follow up and support from the Field Directorates is necessary for long-term sustainability.

A similar approach was adopted to verify the continued implementation of the Life Skills through Sports (LStS) program. Five randomly selected schools were visited in Amman 3, Amman 5, Bani Kenana, and Irbid 1 FDs, in conjunction with meetings with the Heads of the Sports Division in each of these FDs. In general, all school visits demonstrated positive results, corroborated by documentation of activities carried out with students during the first semester as well as plans for the second semester. The remaining schools (42 schools from Y2 and Y3) were contacted by phone and most of them confirmed their implementation of the life skills sessions and their participation in the Ministry-led leagues and festivals.

It was apparent that the Head of the Sports Division within the FDs visited by ERSP are proactive and engaged in supporting their schools. It also helps that some are playing the dual role of CTT and DTT which facilitates their follow up and involvement after providing the training to PE teachers. Conversely, the STC counselors and schools do not receive sufficient support and follow up from the Head of the Counseling Division within their FD. A disconnect exists with regard to STC because the DTT is different from the CTT.

Project Communications

ERSP has also been contributing program updates to the USAID monthly bulletin.

Training Reporting Table

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. Females	
Component 1: ECE													
1	Parental Involvement (PI)	Refresher Training for the three Regions K-3 Parental Involvement Coordinator (PICs) who didn’t attend	29/1/2013	6	Training	Central ECE training Center			329.698	Principals & Teachers	25	14	2 MoE/ ECE staff
2	Parental Involvement (PI)	G1-3 PI training for principals and teachers	10/2/2013	4	Training	Amman			247.65	Principals & Teachers	4	4	2 MoE/ ECE staff
3	Parental Involvement (PI)	G1-3 PI training for principals and teachers	10/2//2013	4	Training	Al Jamaa			15.6	Principals & Teachers	7	7	2 MoE/ ECE staff
4	Parental Involvement (PI)	G1-3 PI training for principals and teachers	10/2//2013	4	Training	Quasmah			272.376	Principals & Teachers	70	70	2 MoE/ ECE staff
5	Parental Involvement (PI)	G1-3 PI training for principals and teachers	10/2//2013	4	Training	Sahab			74.1	Principals & Teachers	19	19	1 MoE/ ECE staff
6	Parental Involvement (PI)	G1-3 PI training for principals and teachers	11/2//2013	4	Training	Wade alsear			36.23	Principals & Teachers	8	8	2 MoE/ ECE staff
7	Parental Involvement (PI)	G1-3 PI training for principals and teachers	11/2//2013	4	Training	Mouqar			31.2	Principals & Teachers	11	11	2 MoE/ ECE staff
8	Parental Involvement (PI)	G1-3 PI training for principals and teachers	12/2//2013	4	Training	Zarqa 1st			82.68	Principals & Teachers	17	17	2 MoE/ ECE staff
9	Parental Involvement (PI)	G1-3 PI training for principals and teachers	12/2//2013	4	Training	Rusayfah			73.71	Principals & Teachers	22	22	2 MoE/ ECE staff
10	Parental Involvement (PI)	G1-3 PI training for principals and teachers	12/2//2013	4	Training	Salt			124.41	Principals & Teachers	23	23	2 MoE/ ECE staff

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
11	Parental Involvement (PI)	G1-3 PI training for principals and teachers	13/2//2013	4	Training	Dayr Alaa			62.4	Principals & Teachers	12	12	2 MoE/ ECE staff
12	Parental Involvement (PI)	G1-3 PI training for principals and teachers	13/2//2013	4	Training	South Shauna			107.48	Principals & Teachers	31	31	2 MoE/ ECE staff
13	Parental Involvement (PI)	G1-3 PI training for principals and teachers	13/2//2013	4	Training	Theban			70.89	Principals & Teachers	13	13	2 MoE/ ECE staff
14	Parental Involvement (PI)	G1-3 PI training for principals and teachers	13/2//2013	4	Training	Irbid			64.35	Principals & Teachers	7	7	2 MoE/ ECE staff
15	Parental Involvement (PI)	G1-3 PI training for principals and teachers	14/2//2013	4	Training	Alkura			63.49	Principals & Teachers	8	8	2 MoE/ ECE staff
16	Parental Involvement (PI)	G1-3 PI training for principals and teachers	14/2//2013	4	Training	Bani Kinana			50.7	Principals & Teachers	10	10	2 MoE/ ECE staff
17	Parental Involvement (PI)	G1-3 PI training for principals and teachers	14/2//2013	4	Training	North Mazar			60.6	Principals & Teachers	8	8	2 MoE/ ECE staff
18	Parental Involvement (PI)	G1-3 PI training for principals and teachers	17/2//2013	4	Training	West Badia			27.3	Principals & Teachers	9	9	2 MoE/ ECE staff
19	Parental Involvement (PI)	G1-3 PI training for principals and teachers	17/2//2013	4	Training	East Badia			71.33	Principals & Teachers	24	24	2 MoE/ ECE staff
20	Parental Involvement (PI)	G1-3 PI training for principals and teachers	17/2//2013	4	Training	Mufraq			44.46	Principals & Teachers	10	10	2 MoE/ ECE staff
21	Parental Involvement (PI)	G1-3 PI training for principals and teachers	17/2//2013	4	Training	Jarash			87.94	Principals & Teachers	28	28	2 MoE/ ECE staff
22	Parental Involvement (PI)	G1-3 PI training for principals and teachers	18/2//2013	4	Training	Ajlun			120.51	Principals & Teachers	27	27	2 MoE/ ECE staff
23	Parental Involvement (PI)	G1-3 PI training for principals and teachers	18/2//2013	4	Training	Karak			16.38	Principals & Teachers	5	5	2 MoE/ ECE staff

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			City/ Venue	Instruct	Travel	Trainee	Group Name	Total	
24	Parental Involvement (PI)	G1-3 PI training for principals and teachers	18/2//2013	4	Training	South Mazar			90.48	Principals & Teachers	12	12	2 MoE/ ECE staff
25	Parental Involvement (PI)	G1-3 PI training for principals and teachers	19/2//2013	4	Training	Petra			68.64	Principals & Teachers	9	9	2 MoE/ ECE staff
26	Parental Involvement (PI)	G1-3 PI training for principals and teachers	19/2//2013	4	Training	Shobak			55.69	Principals & Teachers	12	12	2 MoE/ ECE staff
27	Parental Involvement (PI)	G1-3 PI training for principals and teachers	20/2//2013	4	Training	Tafelah			44.46	Principals & Teachers	7	7	2 MoE/ ECE staff
28	Parental Involvement (PI)	G1-3 PI training for principals and teachers	20/2//2013	4	Training	Bsera			106.86	Principals & Teachers	19	19	2 MoE/ ECE staff
29	Parental Involvement (PI)	G1-3 PI training for principals and teachers	20/2//2013	4	Training	South Badia			66.49	Principals & Teachers	15	15	2 MoE/ ECE staff
30	Parental Involvement (PI)	G1-3 PI training for principals and teachers	21/2//2013	4	Training	Alqaser			78	Principals & Teachers	18	18	2 MoE/ ECE staff
31	Parental Involvement (PI)	G1-3 PI training for principals and teachers	21/2//2013	4	Training	Al Aqaba			234.48	Principals & Teachers	51	51	2 MoE/ ECE staff
32	Parental Involvement (PI)	G1-3 PI training for principals and teachers	24/2//2013	4	Training	Aljezah			21.06	Principals & Teachers	4	4	2 MoE/ ECE staff
33	Parental Involvement (PI)	G1-3 PI training for principals and teachers	25/2//2013	4	Training	Maan			62.79	Principals & Teachers	5	5	2 MoE/ ECE staff
34	Parental Involvement (PI)	G1-3 PI training for principals and teachers	26/2//2013	4	Training	South Gour			118.95	Principals & Teachers	25	25	2 MoE/ ECE staff
35	Parental Involvement (PI)	G1-3 PI training for principals and teachers	27/2//2013	4	Training	Marka			70.59	Principals & Teachers	11	11	2 MoE/ ECE staff

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
36	Parental Involvement (PI)	G1-3 PI training for principals and teachers	27/2//2013	4	Training	Taeba and Wasatea			99.6	Principals & Teachers	17	17	2 MoE/ ECE staff
37	Trainer of Trainers (ToT) Program	ToT for the ECE Supervisors	5 days	25	ToT	Amman - Jordan	5194.84	1826.27	250.74	Supervisors	28	9 males 19 females	
38	TOT training for G1-3 super visors	Training for South Region G1-3 supervisors	17-18-19 /2/2013	8	Training	South-Aqaba Hilton hotel		473.239	2628.845	G1-3 super visors	17	7	3 MoE 3 ERSP staff
39	TOT training for G1-3 super visors	Training for Central Region (1) G1-3 super visors	23-24-25 /2/2013	8	Training	Central –Teachers club (one day) & Geneva hotel (two days)		987.323	2077.46	G1-3 super visors	32	14	3MoE 3 ERSP staff
40	TOT training for G1-3 super visors	Training for Central Region (2) G1-3 super visors	26-27-28 /2/2013	8	Training	Central -Geneva hotel		1098.59	2616.197	G1-3 super visors	27	14	1MoE 2 ERSP staff
41	TOT training for G1-3 super visors	Training for North Region G1-3 super visors	3-4-5 /3/2013	8	Training	North- Afamia hotel		1305.63	2957.746	G1-3 super visors	34	6	1MoE 2 ERSP staff
Component 2: YTC-MIS													
1	e-Learning design and development	Developing 10 E-learning lessons for MoE	5 days	30	Producing media assets	QRC, Amman				5 specialized groups	25	15	
Component 2: YTC-STC													
1	ERSP/ YTC	YLM enhancement workshop aimed to refresh the DTT and prepare them for the training	28-29/1/2013	5	YLM training	Geneva Hotel		532.48	1,412.42	DTT members	9	13	Participants from all regions
2	ERSP/ YTC	A focus group discussion with counselors regarding STC program and 10th grade students	14/4/2013	5	focus group discussion	Geneva Hotel		187.85	152.54	counselors	5	9	Participants from all regions

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
3	ERSP/ YTC	Meeting with counselors and principals to orient them about the CCC and their objectives	18/2/ 2013	5	Meeting with counselors	Century Park Hotel		505.64	648.3	CCC	12	15	Participants form all regions
4	ERSP/ YTC	YLM training for counselors	17-21/2/ 2013	5	STC/YLM training	Moevenpick Hotel Petra	MoE	1,442.09	9,703.46	counselors and CTT	15	11	participants from South
5	ERSP/ YTC	YLM training for counselors	17-21/2/ 2013	5	STC /YLM training	Geneva Hotel	MoE	2,781.07	7,535.31	counselors and CTT	24	24	Participants from Center
6	ERSP/ YTC	YLM training for counselors	24-28/2/2013	5	STC /YLM training	Princess Basma Center (Al Mafraq)	MoE	1,612.99	3,175.93	counselors and CTT	15	12	Participants from North
7	ERSP/ YTC	YLM training for counselors	24-28/2/ 2013	5	STC/YLM training	Princess Basma Center (Edon)	MoE	1,074.85	2,556.49	counselors and CTT	9	7	Participants from North
8	ERSP/ YTC	Orientation about the Career day	25/3/2013	5	STC/Career day	King Abdulla School, Mafraq Petra moon hotel in Wadi Mousa		504.23	913.48	counselors and CTT	25	19	Participants from south and North
9	ERSP/ YTC	Orientation day about the career day	26/3/2013	5	STC/Career day	Princes Basma Center, Al Aghwr al shamaliah teachers club, Amman		552.25	642.65	counselors and CTT	25	23	Participants from Center and North
Component 2: YTC-LStS													
1	ERSP/ YTC	Refresh the CTT with LSTS community based manual and prepare them for training	31/1/2013	5	LSTS enhancement	Geneva Hotel		121.46	662.71	CTT members	3	4	Participants from all regions
2	ERSP/ YTC	Train PE teachers on Community sports based activities	6-7/2/2013	5	LSTS training workshops	Wadi Musa Gym, Tabaria Gym, Sukaina school Gym	MoE	1,796.61	5,853.67	PE teachers and CTT	25	37	Participants from all regions
3	ERSP/ YTC	Planning meeting for leagues and festivals	21/2/ 2103	5	LSTS	Century Park Hotel		484.46	504.23	CTT members and PE teachers	9	12	
Component 3: PD													
1	In-service and Induction Specialized	To provide In-service teachers and newly hired teachers with needed knowledge and skills needed to	12 Days/ 12 Sessions 8 On-site Supports/S	3 per session and 5 per On-site	Workshop/On-site support (class visits)	116 schools in 42 FDs from year 4: Aqaba, Ma'an, Shoubak, S. Badia, Petra, Tafilah, Bseirah, S. Mazar, Al	253	24854.3	1155.26	In-service teachers and newly hired teachers	NA	NA	Ongoing (Completed 232 workshops and 118 On

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
		integrate new pedagogies with ICT in the classroom.	chool (Lesson planning and class visits)	support		Qaser, Al Karak, S. Ghore, Al Mafrag, Badia NE, Badia NW, Ajloun, Al Koura, N. Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, N. Mazar, Bani Obeid, Jerash, S. Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah, Qasabat Amman, Theeban, Madaba.							site supports by the end of March)
	Leadership Foundation Program	The program targets leaders (supervisors and FDs' Heads of Departments) to build their commitment for training, and providing them basic concepts regarding their work.	4 Days/ 4 Sessions	3	Workshop	23 FDs in 18 training sections (Aqaba, Shoubak, S. Badia, Petra, Bseirah, Mazar South, Al Qaser, S. Ghore, N. Ghore, Ramtha, Al Tayba-Westeyyeh, N. Mazar, Bani Obeid, S. Shouna, Ruseifa, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Der Alla, Ain Al Basha, Theeban, Madaba).	253	2439.48	65.76	Supervisors and Head of Departments in the FDs.	277	74	Completed
	Leadership General Program	The program targets supervisors and schools' principals or principals' assistants to demonstrate change management and leading change	6 Days/ 6 Sessions	3	Workshop	23 FDs in 18 training sections (Aqaba, Shoubak, S. Badia, Petra, Bseirah, Mazar South, Al Qaser, S. Ghore, N. Ghore, Ramtha, Al Tayba-	253	3377.53	130.11	Supervisors and schools' principals or principals' assistants.	210	98	Completed

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
		in education.				Westeyyeh, N. Mazar, Bani Obeid, S. Shouna, Ruseifa, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Der Alla, Ain Al Basha, Theeban, Madaba).							
	Leadership Specialized Supervisors	The program targets supervisors in FDs in different subjects, focusing on demonstrating their new roles as mentors and coaches	5 Days/ 5 Sessions	3	Workshop	21 FDs in 17 training sections (Aqaba, Shoubak, S. Badia, Petra, Bseirah, Mazar S., Al Qaser, S. Ghore, North Ghore, Ramtha, Al Tayba-Westeyyeh, N. Mazar, Bani Obeid, S. Shouna, Ruseifa, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Theeban, Madaba).	253	677.48	41.89	Supervisors	157	58	Completed
	Leadership Specialized Principals	The program targets principals or principals' assistants of schools focusing on their new roles as leaders.	12 Days/ 12 Sessions	3	Workshop	21 FDs in 7 training sections (Aqaba, Shoubak, S. Badia, Petra, Mazar S., Al Qaser, Southern Ghore, N. Ghore, Ramtha, Al Tayba-Westeyyeh, Northern Mazar, S. Shouna, Ruseifa, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Der Alla, Ain Al Basha, Theeban, Madaba).	253	2345.14	22770	Principals or principals' assistants.	NA	NA	Ongoing (Completed 26 workshops)
MoE newly constructed schools by USAID													
1	Enhancement Activities – Y3 schools	1) Professional Development Specialized Program for Male Schools 2) Modern Teaching Strategies for Early	7 days 8 days	3 3	Training and capacity building sessions	Marka, Madaba, Al Rsaifeh, Ramtha, Sahab, Irbid, Al Qwesmeh, Zarqa1 and Ein Al Basha				Teachers	283	177	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
		Grade Teachers 3) Practical Models in the Rotation Process 4) Activating the Role of the Learning Difficulties Room 5) The Differentiated Learning 6) Activating the Modern Teaching Strategies	6 days	3									
			4 days	3									
			2 days	3									
			7 days	3									
2	Team Building Activities – Y3 schools	extra-curricular school activities that focus on opening channels of communication	4 days in the academic year	3	Extra-curricular activities	Zarqa 1 st , Marka, Sahab, Al Qwsmeh			1,270.00	All school's staff, teachers and students	3663	-	
3	Block 3 – Y4 schools	Train on: - Modern methods of teaching and learning. - Management and discipline of students. - The optimum utilization of school resources. - Leadership and management. - Activating the role of parents and the local community.	33 days	99	PD Training	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune South.			26,122.2	Teachers	330	255	
4	Models in the Rotation System – Y4 schools	Helping teachers understand the different models of the rotation	6 days	3	Awareness and training workshops				2,656.50	Teachers	97	84	
5	Students training – Y4	Help students identify school facilities and equipment and take			Capacity building and training sessions				12,397.0	Students	7081	5707	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
		responsibility in maintenance.											
6	Local Community training –Y4	To clarify the impact of a new school model to students and surrounding community schools			Capacity building and training sessions	Irbid 2 and Al Shoune South			506.00	Local Community members and parents	65	45	
7	On-site support– Y3	On-site support activities aim to provide support and follow up to school	1 day a week	6	On-site field and support visits	Marka, Madaba, Al Rsaifeh, Ramtha, Sahab, Irbid, Al Qwesmeh, Zarqa1 and Ein Al Basha			27,324	Teachers and staff	689	385	
8	On-site support– Y4	On-site support activities aim to provide support and follow up to school	5 days a week	6	On-site field and support visits	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar S, Naour, Al Shoune S.			166,980	Teachers and Staff	453	359	
9	One to one coaching to Y3 Principals	The program is to provide support to school principal	3 days,	3 per week	On-site support and follow up visits	Petra, Al Aghwar N., Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune S.			25,047	Principals	11	9	
10	Principals' Meeting	To provide the principals with the opportunity learn from each other and form a professional community network.	1 day	8	Exchange of Experiences Meeting	Marka, Madaba, Al Rsaifeh, Ramtha, Sahab, Irbid, Al Qwesmeh, Zarqa1 and Ein Al Basha. Petra, Al Aghwar N, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar S, Naour, Al Shoune S.			253	Principals	23	16	
Component 4: Data Use													
1	Schools' Training	To employ the data in the decision – making, to improve the level of school performance	5 days	2.5	Training workshops	North Region, Middle Region, South Region			24,857.25	Teachers	787	553	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. Females	
2	On-site support visits	On-site support visit to follow up on implementation, prepared action plans and priorities list.	2 days per semester per school	4	On-site support and follow up visits	North Region, Middle Region, South Region			73,370.0	Teachers and Staff	2050	1945	
3	FDs Training	To enable participants to employ the data in the decision – making, to improve the level of school performance	6 days	2.5	Training workshops	Al Tafeeleh, Al Aghwar S, Al Muwaqar, Al Badya NE, Al Badya NW, Bani Kenanah, Al Mazar N, Al Aghwar N, Al Taybeh w Al Wasatya, Al Koora, Al Jeeza, Al Badya Al Wusta, Naour, Al Salt.			8,538.75	FD Personnel	129	30	
4	ToT training	To train those who will roll out the data use training.	2 days	2.5	Orientation and training workshops	North, Middle and South Regions			5,566.00	ToT participants	102	34	

Project management

Field Trips

Date	Details
Component 1.1: ECE	
16-Jan-2013	MoE / visited the Educational TV to follow up the editing process for the model lessons to be distributed with G1-3 training manual.
31-Jan-2013	MoE / visited the Educational TV to follow up the editing process for the model lessons to be distributed with G1-3 training manual.
3-Feb-2013	RWGs/ visited the North Region Working Groups (Ajloun Directorate) to follow up on the mobilization between the RWGs and local communities.
4-Feb-2013	RWGs/ visited the North Region Working Groups (Irbid Directorate) to follow up on the mobilization between the RWGs and local communities.
5-Feb-2013	RWGs/ visited the North Region Working Groups (Irbid- Bani Obaid Directorates) to follow up on the mobilization between the RWGs and local communities.
6-Feb-2013	RWGs/ visited the Central Region Working Groups (South Shonah Directorate) to follow up on the mobilization between the RWGs and local communities.
6-Feb-2013	MoE / visited the Educational TV to follow up the editing process for the model lessons to be distributed with G1-3 training manual and to set a date to shoot the Arabic model lesson for the second grade.
7-Feb-2013	RWGs/ visited the North Region Working Groups (Ramtha Directorate) to follow up on the mobilization between the RWGs and local communities.
10-Feb-2013	RWGs/ visited the Central Region Working Groups (Quasmeih Directorate) to follow up on the mobilization between the RWGs and local communities.
11-Feb-2013	ERSP/ NCS visited Hiteen Basic Mixed School to support KG teachers on PI and organizing the physical environment
12-Feb-2013	ERSP/ visited Iskan Al Dakhilieh School to shoot the Arabic model lesson for the second grade to be distributed with G1-3 training manual.
13-Feb-2013	MoE/ visited the Educational TV to follow up the editing process for the model lessons to be distributed with G1-3 training manual.
13-Feb-2013	RWGs/ visited the Central Region Working Groups (Madaba Directorate) to follow up on the mobilization between the RWGs and local communities.
24-Feb-2013	ERSP/ NCS visited Naour – Um Al Summaq Janoubi Basic Mixed School to support KG teachers on PI and organizing the physical environment
24-Feb-2013	RWGs/ visited the South Region Working Groups (Shubak Directorate) to follow up on the mobilization between the RWGs and local communities.
25-Feb-2013	RWGs/visited the South Region Working Groups (Petra Directorate) to follow up on the mobilization between the RWGs and local communities.
25-Feb-2013	ERSP/NCS visited Aysha Al Ba'ouniyah Basic Mixed School at (Irbid2 Directorate) to support KG teachers on PI and organizing the physical environment
26-Feb-2013	RWGs/visited the South Region Working Groups (Ma'an Directorate) to follow up on the mobilization between the RWGs and local communities.
26-Feb-2013	ERSP/NCS visited Aysha Bint Abi Bakr Basic Mixed School to support KG teachers on PI and organizing the physical environment
27-Feb-2013	RWGs/ visited the South Region Working Groups (South Badia Directorate) to follow up on the mobilization between the RWGs and local communities.
28-Feb-2013	RWGs/ visited the South Region Working Groups (Aqaba Directorate) to follow up

	on the mobilization between the RWGs and local communities.
11-Mar-2013	ERSP visited: (1 School) Petra P.S at Amman 3 directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
11-Mar-2013	ERSP visited Um Al Qura School at Quasmah Directorate to follow up the Open House activity
11-12-Mar-2013	MoE / visited the Educational TV to follow up the editing process for the model lessons to be distributed with G1-3 training manual
12-Mar-2013	Visited: (1 School) Um Abhara at Amman Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
12-Mar-2013	ERSP/ visited Al Arqam School at Sahab Directorate to follow up the PIP Open House activity
12-Mar-2013	RWGs/ visited the Central Region Working Groups (Quasmah Directorate) to follow up on the mobilization between the RWGs and local communities.
13-Mar-2013	RWGs/ visited the North Region Working Groups (Ramtha Directorate) to follow up on the mobilization between the RWGs and local communities.
13-Mar-2013	Visited: (1 School) That Al Netaqien at Madaba Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
13-Mar-2013	ERSP/ visited Khalida Al Qurashia School at Salt Directorate to follow up the PIP Open House activity
14-Mar-2013	ERSP/ visited Enbeh School at North Mazar Directorate to follow up the PIP Open House activity
17- Mar- 2013	ERSP/ visited Shmesany School at Amman 1 Directorate to follow up the PIP Open House activity
17- Mar- 2013	Visited: (2 School) Khalida Al Qurashia and Sukainah Bent Al Hussain at Al Salt Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
17-Mar-2013	RWGs/ visited the South Region Working Groups (Karak Directorate) to follow up on the mobilization between the RWGs and local communities.
18-Mar-2013	RWGs/ visited the South Region Working Groups (South Mazar Directorate) to follow up on the mobilization between the RWGs and local communities.
19-Mar-2013	RWGs/ visited the South Region Working Groups (Aqaba Directorate) to follow up on the mobilization between the RWGs and local communities.
19-Mar-2013	ERSP/ visited Al Manshia School at South Badia Directorate to follow up the PIP Open House activity
20-Mar-2013	RWGs/ visited the South Region Working Groups (Rum-Aqaba Directorate) to follow up on the mobilization between the RWGs and local communities.
21-Mar-2013	RWGs/ visited the South Region Working Groups (Aqaba Directorate) to follow up on the mobilization between the RWGs and local communities.
21-Mar-2013	ERSP/ visited Al Dajania School at Mafraq Directorate to attend the volunteers training regarding the creative making of educational aids
23-Mar -2013	ERSP/ attended the Opening Ceremony for a KG in Al Salt Directorate
26-Mar -2013	Visited: (2 School) Bab Amman and Abu Nsair at Ain Al Basha Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
28-Mar-2013	RWGs/ visited the Central Region Working Groups (Amman1 Directorate) to follow up on the mobilization between the RWGs and local communities.
28-Mar-2013	Visited: (1 School) Ghresah at Zarqa 2 Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
31-Mar-2013	Visited: (2 School) Rmameen and Um Jozeh at Al Salt Directorate; to support KG

	teachers on organizing the PE and to follow up on the implementation of PI activities
31-Mar-2013	RWGs/ visited the Central Region Working Groups (South Shouneh Directorate) to follow up on the mobilization between the RWGs and local communities.
Component 1.2: ECE/ KG Renovation & Furnishing	
Jan-Feb-13	Supervision of renovation works for cluster 6 KGs
Feb-Mar 31-13	Assessment for cluster 7 KGs in the North, Middle and South regions
Component 2.1 YTC/ MIS	
None	
Component 2.2: YTC / STC	
5-6-7-Feb-13	33 visits to follow up Counselors internship implementation in 34 business locations all over the kingdom
11-25 Feb-13	13 visits to collect the Internship tools at twelve directorates (Shoubak, Petra , Maan Mafraq, Northern Eastren Badia , Northern eastern Badia , Northern Aghwar , Zarqa, Amman4 , Madaba , Salt and Thieban)
7-28 Mar-13	66 YLM visits to follow up the implementation in twelve directorates (5 visits in Petra,8 visits in Shoubak , 3 visits in Ma'an , 8 visits in Mafraq, 4 visits in Northern Eastren Badia , 7 visits in Northern Eastern Badia , 9 visits in Northern Ghour ,4 visits in Madba, 4 visits in Salt, 6 visits in Amman 4, and 6 visits in Zarqa)
YTC/STC/ Renovation	
Jan-13	Supervision for cluster 3 counselor offices
Feb-13	Taking over for cluster 3-renovated counselor offices
Component 2.3: YTC / LS	
14-Feb-13	Two visits to handover sports Festival's equipment (Irbid 1 st . Zarqa 2 field Directorates)
27-Feb-13	collection of LSTS assessment tools (Ramtha and Al Kourah field Directorates)
27-Feb-13	Two visits to handover Festival's equipment (Irbid 1 st . and Al Kourah field Directorates)
28-Feb-13	Festival's Location spot-check visit (Ramtha Directorate)
14-Mar-13	collection of LSTS assessment tools (Zarqa,Eain Al Basha, Mouaghar Field Directorates)
18-Mar-13	LSTS sessions follow up visits in Zarqa1Field Directorate
20-31-Mar-13	Seven visits to follow up the Championship in Shoubak, Irbid and Amman
29-Mar-13	One visit for preparing sports festival at Jaafar school for boys at South Mazar Field Directorate
14-Feb-13	Two visits to handover sports Festival's equipment (Irbid 1 st . Zarqa 2 field Directorates)
YTC/LS/ Renovation	
Jan-13	Taking over for all 9 sport areas.
Component 3: PD	
13-Feb-13	QA field trip to Madaba FD Leadership Foundation training location.
14-Feb-13	QA field trip to Al Ruseifa FD Leadership Foundation training location.
20-Feb-13	QA field trips to Der Alla-Ain Al Basha and Al-Tayba-Westeyyeh FDs Leadership General training locations.
25-Feb-13	QA field trips to Southern Badia and Wadi Al Seer FDs Leadership General training locations.
26-Feb-13	QA field trip to Naour FD Leadership General training location.
7-Mar-13	QA field trips to Southern Ghore and Bseirah FDs Leadership General training locations.

14-Mar-13	QA field trip to Al Shoubak FD Leadership General training location.
21-Mar-13	QA field trip to Al Aqaba FD In-service Specialized training location.
21-Mar-13	QA field trip to Al Aqaba FD Leadership Supervisors Specialized training location.
25-Mar-13	QA field trip to Qasabat Irbid FD In-service Specialized training location.
25-Mar-13	QA field trip to Naour FD Leadership Principals Specialized training location.
26-Mar-13	QA field trip to Naour FD In-service Specialized training location.
27-Mar-13	QA field trips to Madaba and Theeban FDs In-service Specialized training locations.
28-Mar-13	QA field trips to Al Ruseifa and Al Ramtha FDs In-service Specialized training locations.
MOE NEWLY CONSTRUCTED SCHOOLS BY USAID	
3-Feb-13	Field visit by ERSP/ NCS support team to Fatima'a Al Zahra'a School to check on the overall status of school.
4- Feb-13	Field visit by ERSP/ NCS support team to Al Jofeh School to check on the status of school.
Component 4: Data Use	
13-Jan-13	Visit the planning department in each FD and coordinate with them to start the FDs' personnel training on 27 Jan 2013 for Naour, Al Jeeza, Al Salt, Al Muwaqar, Bani Kenana, Al Mazar North, Al Aghwar North, Al Taybeh, Al Tafeeleh, and Al Koora FDs.

Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1 ECE:		
	NONE	
Component 2: YTC		
	NONE	
Component 3: PD		
	NONE	
Component 4: DU		
	NONE	

Annexes

Annex 1: Quarterly Report Detailed Activity Matrix

The Year 4, Quarter 3 Detailed Activity Matrix for all components is attached in the following hyperlinked document:

[ERSP Y4Q3 Activity Matrix 29 Apr13 Final.xls](#)

Annex 2: Newly Constructed Schools Training Details

<i>Table 1: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Um Qsair W IL Muqabaleen Basic Boys School	Finished	88%
2) Othman Bin Affan Secondary Boys School	Finished	64%
3) The 8 th Area School for Boys in Aqaba FD	Finished	72.2%
4) Sad Bin Abi Waqas Basic Boys School	Finished	80%
5) Othman Bin Affan Basic Boys School	Underway	-
6) Jabal Tareq Basic Boys School	Underway	-
7) Abd Al Munem Riyad Basic Co School	Finished	79%
<i>Table 2: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Madaba Basic Co Girls School	Finished	100%
2) Dahiet Al Ameer Hassan Basic Co School	Finished	91.6%
3) Al Qadesiah Secondary Co School	Finished	80%
4) Maimouna Bint Al Hareth Basic Girls School	Finished	100%
5) Safieh Bint Abd Al Mutaleb Basic Co School	Finished	89.6%
6) The 10 th area school in Aqaba FD	Finished	90.9%
7) Othman Bin Affan Secondary Boys School	Underway	-
8) Aysha Um Al Mo'mneen Basic Co School	Finished	95%
9) Al Karameh School in Aqaba FD	Finished	88%
<i>Table 3: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha Um Al Mo'mneen Basic Co School	Finished	96%
2) Sad Bin Abi Waqas Basic Boys School	Finished	100%
3) Abdelmunem Riyad Basic Boys School	Finished	96%
4) Maimouna Bint Al Hareth Basic Girls School	Finished	100%
5) Al Qadesiah Secondary Co School	Finished	100%
6) Al Qadesiah Secondary Girls School	Finished	90.9%
7) Um Qsair W Il Muqabaleen Basic Boys School	Finished	100%
8) Othman Bin Affan Secondary Boys School	Finished	100%
9) Al Karameh School in Aqaba FD	Finished	100%
10) The 8 th area School in Aqaba FD	Finished	72%
11) The 10 th area School in Aqaba FD	Finished	100%
12) Madaba Basic Co Girls School	Finished	100%
13) Othman Bin Affan Basic Boys School	Finished	68%
14) Dahiet Al Ameer Hassan Basic Co School	Finished	96%
15) Jabal Tareq Basic Boys School	Finished	79%
16) Safieh Bint Abd Al Mutaleb School	No Rotation	-
<i>Table 4: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Dahiet Al Ameer Hassan Basic Co School	Finished	100%
2) Al Karameh School in Aqaba FD	Finished	100%
3) The 8 th Area School for Boys in Aqaba FD	Finished	100%
4) The 10 th Area School in Aqaba FD	Finished	100%
5) Safieh Bint Abd Al Mutaleb Basic Co School	Finished	100%
6) Aysha Um Al Mo'mneen Basic Co School	Finished	100%
7) Othman Bin Affan Basic Boys School	Finished	100%
8) Um Qsair W Il Muqabaleen Basic Boys School	Finished	100%
9) Jabal Tareq Basic Boys School	Finished	100%
10) Abdelmunem Riyad Basic Boys School	Finished	79%

11) Madaba Basic Co Girls School	Finished	100%
12) Al Qadesiah Secondary Co School	Finished	100%
13) Al Qadesiah Secondary Girls School	Finished	100%
14) Othman Bin Affan Secondary Boys School	Underway	-
15) Maimouna Bint Al Hareth Basic Girls School	Finished	100%
16) Saad Bin Abi Waqas Basic Boys School	Finished	81%

<i>Table 5: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Um Qsair W IL Muqabaleen Basic Boys School	Finished	80%
2) The 8 th Area School for Boys in Aqaba FD	Finished	65%
3) The 10 th Area School for Boys in Aqaba FD	Finished	100%
4) Madaba Basic Co Girls School	Finished	100%
5) Dahiet Al Ameer Hassan Basic Co School	Finished	95%
6) Othman Bin Affan Secondary Boys School	Underway	-
7) Al Qadesiah Secondary Co School	Underway	-
8) Maimouna Bint Al Hareth Basic Girls School	Finished	90%
9) Al Karamah Secondary Co School	Underway	-
10) Safieh Bint Abd Al Mutaleb School	Finished	95%
11) Um Qsair W Il Muqabaleen School	Finished	85%
12) Othman Bin Affan Basic Boys School	Finished	79%
13) Saad Bin Abi Waqas Basic Boys School	Finished	81%
14) Jabal Tareq Basic Boys School	Underway	78%
15) Al Qadesiah Secondary Girls School	Underway	-
16) Abd Al Munem Riyad Basic Boys School	Underway	-

<i>Table 6: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Al Qadesiah Secondary Girls School	Finished	100%
2) Um Qsair W Il Muqabaleen Basic Boys School	Finished	82%
3) Othman Bin Affan Secondary Boys School	Finished	80%
4) Saad Bin Abi Waqas Basic Boys School	Finished	85%
5) Othman Bin Affan Basic Boys School	Underway	-
6) Safieh Bint Abd Al Mutaleb School	Underway	-
7) Madaba Basic Co Girls School	Finished	98%
8) Dahiet Al Ameer Hassan Basic Co School	Finished	95%
9) Maimouna Bint Al Hareth Basic Girls School	Finished	85%
10) Al Qadesiah Secondary Co School	Finished	92%
11) Abd Al Munem Riyad Basic Boys School	Finished	80%
3) Safieh Bint Abd Al Mutaleb Basic Co School	Underway	-

<i>Table 7: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayt Secondary Boys School	Finished	85%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Finished	96%
7) Khawla Bint Al Azwar Basic Girls School	Finished	100%
8) Aysha'a Al Baouneye Basic Co School	Finished	100%
9) Fatima Al Zahra Basic Co School	Underway	-
10) Al Jofeh Secondary Boys School	Underway	-

<i>Table 8: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	92.8%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayat Secondary Boys School	Finished	86.8%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Finished	100%
7) Khawla Bint Al Azwar Basic Girls School	Finished	100%
8) Aysha'a Al Baouneye Basic Co School	Finished	100%
9) Fatima Al Zahra Basic Co School	Underway	-
10) Al Jofeh Secondary Boys School	Underway	-
11) Al Madina Al Wardya Basic Co School	Finished	100%
<i>Table 9: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayat Secondary Boys School	Finished	92%
5) Hetin Basic Co School	Finished	85%
6) Princess Alya'a Basic Co School	Finished	100%
7) Fatima Al Zahra Basic Co School	Underway	-
8) Al Jofeh Secondary Boys School	Underway	-
9) Khawla Bint Al Azwar Basic Girls School	Finished	100%
10) Al Madina Al Wardya Basic Co School	Finished	100%
11) Aysha'a Al Baouneye Basic Co School	Finished	100%
<i>Table 10: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	90%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayat Secondary Boys School	Finished	100%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Finished	100%
7) Khawla Bint Al Azwar Basic Girls School	Underway	-
8) Al Madina Al Wardya Basic Co School	Finished	100%
9) Al Jofeh Secondary Boys School	Underway	-
10) Fatima Al Zahra Basic Co School	Underway	-
11) Aysha'a Al Baouneye Basic Co School	Finished	100%
<i>Table 11: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayat Secondary Boys School	Finished	100%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Finished	100%
7) Khawla Bint Al Azwar Basic Girls School	Underway	-
8) Al Madina Al Wardya Basic Co School	Finished	100%
9) Al Jofeh Secondary Boys School	Underway	-
10) Fatima Al Zahra Basic Co School	Underway	-
11) Aysha'a Al Baouneye Basic Co School	Finished	100%

Annex 3: Data Use Case Studies

Data Use for Decision Making case study examples emerging from schools:

1. In Noor Al Hussein Secondary School, Math and Science teachers successfully tackled the issue of low academic performance in their respective classes by developing action plans based on concrete data made available to them through the EMIS queries. The Data Use training program enabled the teachers and leadership team to place an effective action plan targeting students' advancement in Math and Science competencies. The first step they took was to assess the students and understand their areas of weakness. They then created the program "My Young Teacher", a committee made up of advanced students in Grade 11 who took on the role of teaching Grade 8 students and bringing them up to speed on the subjects through weekly strengthening sessions. By the third assessment period in the same semester, Grade 8 witnessed a significant rise in its students' performance. In Science, performance increased by more than 15%, while in Math the performance increased by 8%; both numbers being a very promising step towards higher achievement rates.
2. Teachers at Halima Al Saadya Basic Co School started a project to increase the level of students' discipline inside the school. Teachers organized for a full day of activities and training for students, the theme of this day was "New Disciplinary Behaviors inside our School". They prepared certain activities and worked on worksheets for students to solve them in groups. These worksheets include stories relaying certain bad behaviors and students were to suggest solutions for these. Positive behaviors have been witnessed by students following this day.
3. Based on the EMIS queries, Um Waraqa Primary school noted that absences for teachers is high. Several procedures were implemented to reduce the absenteeism of teachers through using the circle decision-making tool. Individual meetings were conducted between the principal and teachers who had frequent absences to determine the reasons behind their absences and reach an agreement with teachers to follow school's rules and regulations. They prepared milestone for each month to assess the achievement in the number of absences. Gratitude letters were sent by the principal to teachers who committed themselves to improved attendance. The number of absences reduced from 22 in September to 14 in October 2012 to 6 in December 2012 then to 4 in February 2013.

Success Stories of this quarter for the Data Use for Decision Making at the level of schools:
(The results presented only cover a two month period.)

1. Al Qwesmeh FD was found to be facing low academic achievement of 74% in 8th grade Mathematics. The FD applied the tree decision making tool and in the process engaged principals and mathematics teachers, and Planning Division members in the FD, in discussions to determine a strategy to address the issue. They decided to conduct focused extra-curricular sessions for students during weekends to raise achievement. A review of the achievement score during the third assessment period showed a gradual increase to 80%, with the intent to keep monitoring.
2. Al Jama'a FD was found to be facing low academic achievement of 34% in 5th grade Computer Science. The Al Jama'a FD also applied the tree decision making tool and in collaboration with the computer maintenance and networks division in the FD they concluded that they should conduct weekly visits to computer labs to do equipment maintenance, in hopes to draw the 5th grade students and teachers to the labs. The FDs also agreed with the principals to have all day access to computer labs and encourage more frequent use by 5th grade (as well as other) students to complete their assignments. There has been a gradual increase in scores to 37%, but more time is needed to assess the impact of interventions.